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STUDIES OF NORMAL ADOLESCENTS.

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A STUDY TO EXAMINE THE INFLUENCE OF EXTERNAL AND INTERNAL PSYCHOLOGICAL FACTORS ON THE FUNCTIONING OF NORMAL ADOLESCENTS WAS UNDERTAKEN. A SELF-IMAGE QUESTIONNAIRE WAS DEVELOPED TO SELECT MODAL ADOLESCENTS ON THE BASIS OF HOW CLOSE THEY COME TO PSYCHOLOGICAL NORMS. AFTER THREE YEARS, COMPLETE INFORMATION WAS OBTAINED FOR 73 BOYS. THE DATA CONSISTED OF INTERVIEWS, A PSYCHOLOGICAL TEST BATTERY, SCHOOL RECORDS, AND PARENT INTERVIEWS. IN THE HOME ENVIRONMENT, RESULTS INDICATE--(1) TEENAGERS NEED TO IDENTIFY WITH MORE THAN ONE ADULT, (2) TEENAGERS BASICALLY SHARE THEIR PARENTS' VALUES, (3) TEENAGERS ARE CONTENT WITH THEMSELVES AND THEIR ENVIRONMENT, AND (4) TEENAGERS ARE ORIENTED TOWARD THE FUTURE. ALTHOUGH THE MAJORITY OF TEENAGERS HAVE LIMITED SEXUAL EXPERIENCE, THIS INHIBITION OF THE SEXUAL URGE DOES NOT APPEAR TO HAVE PATHOLOGICAL CONSEQUENCES. A POSSIBLE LIMITATION TO THE STUDY MAY BE THE FACT THAT WHILE MANY TEENAGERS BRAG ABOUT SEX, OTHERS ARE UNWILLING TO TALK FREELY. A FOLLOWUP STUDY OF THE GROUP THROUGH COLLEGE IS EXPECTED TO OBTAIN FURTHER DATA CONCERNING THEIR DEVELOPMENT. (PR)

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STUDIES OF NORMAL ADOLESCENTS*

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I INTRODUCTION:

In recent years psychiatry has moved rapidly towards the acceptance of a public health approach. Psychiatrists have begun to shift their work from the hospital and private offices to the commity at large. They are found working in collaboration with a variety of social and welfare agencies, penal institutions, schools and colleges, trade unions, and even special programs such as the Peace Corps or the Anti-Poverty Program. In the new model, new roles are necessary which must be different from the traditional psychiatric roles of physician and healer. These new vistas afford psychiatrists an opportunity to study populations other than those of an office or hospital setting. They allow data collection on so-called normal populations, which previously had not been studied by psychiatrists. Our studies of one type of normal population should be seen in the context of these new developments.

Within the field of adolescent research descriptions of normal behavior are particularly difficult to formulate. Emotional conflicts seen as "normal" adolescent turmoil by one investigator may be regarded as psychopathological process by another. A. Freud (1958) has stated: "The upholding of a steady equilibrium during the adolescent process is in itself abnormal". Does that mean, then, that it is normal to be in constant turmoil? Or does that mean that emotional conflicts which are seen as normal adolescent turmoil by one investigator may be regarded as psychopathological process by another? Clinical descriptions

of the functioning of an adolescent described as "healthy" are often couched in the same terms as are the diagnoses of adolescent patients, the latter regarded as "sick".*

The purpose of the Modal Adolescent Project is to examine the relative influence of internal psychological foactors and external environmental factors on the functioning of adolescents over a period of time. We were interested in studying the behavior of a group of specially selected adolescents in order to assess their relative strengths and weaknesses. What kind of psychological problems do they have, how do they cope with them and if not successful what are the reasons behind their failures. The first problem facing us was how to select our group.

II METHOD:

Since our aim was to select as modal a group as possible, we were not interested in asking for volunteers. We wanted to do the selection. We are aware of the high percentage of psychopathology in volunteers which has recently been reported by Perlin et al (1958) and Esecover et al (1961). Our operational approach for the selection of modal adolescents rests on two major premises. First, it is necessary to evaluate the adolescent's functioning in multiple areas since he can master one aspect of his world while failing to adjust in another. Second, the psychological sensitivity of the adolescent is sufficiently

*The conceptual problem of defining normality is discussed in detail in the monograph: Normality: Theoretical & Clinical Concepts of Mental Health (Offer & Sabshin, 1966). It will not be discussed further in this article.

acute to allow us to utilize his self-description as a basis for a reliable selection of subgroups. The recently published monograph of Rosenberg (1965) corroborates the latter premise, since it demonstrates a high degree of correlation between the adolescent's self-image and his functioning, and the opinions of significant others regarding the adolescent's performance. We were looking, then, for a questionnaire which would focus on the following areas: (1) internal psychic state, (2) interpersonal relationships, (3) sexual attitudes, (4) family relationships, (5) mastery of the external world, (6) psychopathology and (7) superior adjustment. Searching through the literature we decided that there were two possible tests: the MMPI and the Bell Adjustment Inventory for Adolescents. We ruled out the latter because its emotional scale was undynamic and did not focus sufficiently on internal psychological processes. Finally, we gave serious consideration to the use of the MMPI, but decided not to use it and instead develop our own Self-Image Questionnaire. Our major reason was that our interest was primarily the internal psychic state of the teen-ager as it relates to the other areas described above. In other words, we were interested in psychological norms. We believed that the MMPI would select subjects mainly on the basis of how close they came to the social norm. Once we decided to develop our own questionnaire, we consulted the voluminous literature on adolescent psychology and psychopathology. The development of the questionnaire was based on our own clinical knowledge of adolescents, together with the findings of major investigators in the field of adolescence. In the development of the questionnaire we relied most heavily on Engel's (1959)

Q-sort and on our own Q-sort developed for another study - Marcus, Offer, Blatt & Gratch (1966). We also utilized the following works: N. Carmezy, A. R. Clark and C. Stochner (1957), J. S. Coleman (1961), E. H. Erikson (1950), A. Freud (1946 and 1958), E. Z. Friedenberg (1960), G. Gardner (1959), H. A. Murray (1939), R. F. Peck (1958), S. K. Polka (1954, H. L. Raush and B. Sweet (1961), W. R. Rosengren (1961), E. J. Shoben (1949), and E. Silber et al (1961).

Our own self-image questionnaire has eleven scales. The scales are: 1) impulse control, 2) emotional tone, 3) body and self-image, 4) social relations, 5) morals, 6) sexual attitudes, 7) family relations, 8) external mastery, 9) vocational and educational goals, 10) psychopathology, and 11) superior adjustments. We defined a modal student as one whose answers fell within one standard deviation from the means in at least nine out of ten scales.* (We did not use the sexual attitude scale for the purpose of selecting our modal group since it did not led itself for selection purposes.) Utilizing this questionnaire as a screening device, we selected, in the Fall of 1962, 106 typical adolescent students from a total sample of 326 freshmen boys in two local suburban high schools. In addition to the psychological testing, we asked the schools to inform us whether any of our modal students showed serious behavior problems in the school. Only three of these students or 3% of the sample were classified as such and they were not included in our

*The means and standard deviations of the scales as well as other results of the selection procedure as described in Offer & Sabshin (1963).

interview sample. This 3% contrasted with the overall percentage of behavior problems as is defined by the school which is between 12 and 15% We believe that our adolescent subjects are significantly different psychologically from adolescents seen in psychiatric practice. Only five of the 103 students or about 5% had moderately severe emotional problems which became manifest in the course of our contact with them. Three turned out over time to have chronic problems with delinquency, one had a problem with exhibitionism and voyeurism and one had a paranoid character. Over a period of 3½ years none of these five students needed to be hospitalized and none were schizophrenic or psychotic in any form. (The findings of 5% of moderately severe emotional problems should be contrasted with studies like the mid-Manhattan project (Strole et al (1963) where the authors found that moderately severe emotional disorders are seen in at least 25% of the population) This is the fifth year of the study and out of the original 106 students, eight had refused to participate in the beginning, and another fourteen (14) subjects have moved away from the community. We have lost only eight (8) students who began to participate in the project but then decided to drop out during the course of the last three years. At present, we have seventy-three subjects on whom we have complete information. (Table #1) Utilizing our Self-Image Questionnaire as one measure of adjustment, we have not found any significant difference between those subjects who dropped out, those who refused to participate originally, and those who stayed in the project.

The seventy-three subjects on whom we will report have been interviewed nine times in the past three years and had a complete battery

of psychological testing. In addition, we interviewed their parents and have their complete school records available to us. The latter includes the extensive behavior grading of the teachers in the high schools.

III RESULTS AND DISCUSSION:

In the past (Offer, Sabshin and Marcus, 1965) we described our group as having the following salient characteristics in the first two years of high school:

1) A significant percentage of our subjects (22%) experimented with delinquency when they were in the last two years of grammar school. However, with the exception of three subjects they had the capacity to learn from their experience and did not become chronic delinquents.

2) Our subjects demonstrate specific struggles with anxiety, depression, shame and guilt. They are aware of their feelings and have surprisingly realistic self-images.

3) The vast majority of the subject exhibit some anxiety about sexual role function. Two-thirds of freshman boys do not go out regularly on single dates and 45% have never gone out with girls.

4) The adolescents manifest a surprisingly good capacity for object relationships with adults. We have observed a relative lack of rebelliousness against the parents or society.

Our subjects have continued to be free of gross psychiatric and/or social disturbances. They have not ceased to cooperate in this project and have shown continuously that their awareness of psychological processes in themselves is very good. They have developed what we have called a "research alliance"* with us. This alliance proves their ability to form and sustain meaningful object relationships with adults. It is prototypic of a transaction or relationship between a psychiatric researcher and a "normal" subject, where the aim is to obtain valid psychological data in a limited number of interviews.

Two areas which most often perplex adults about teen-agers are: (1) the relationship of the teen-ager to his parents, and (2) the adolescents' attitudes towards sex. We would like now to focus on these two important areas.

(A) THE HOME ENVIRONMENT

Our group comes from essentially intact homes. Ninty-four percent of the students have always lived with both natural parents. Both parents and teen-agers agreed that most arguments and disagreements took place during the seventh and eighth grades. Once the student entered high school, the parents had less difficulties with the boys and new

*For a detailed discussion of this subject, please see Offer and Sabshin (1966). (In-Press)

relationships had been established. We have found that the adolescent boys tend to feel close to one of the parents but rarely to both. Although most of the boys state that they take after their fathers, not all of them feel close to their fathers. A majority of the adolescents felt their mothers understood them better emotionally. Very few teen-agers indicated that they were equally close to both parents and equally few believed that they were close to neither parent On the other hand, the parents felt quite differently about their children. About a third told us that neither parent was close to the child, another third that both parents were equally close to the boy, and finally, one-third of the parents felt that the boys were closer to the mother. The parents were interviewed separately, and only three out of sixty-nine parents interviewed disagreed with their mates. Although the feelings of teen-agers obviously could shift back and forth during the high school years, our findings illustrate the importance of having more than one adult to identify with during adolescence.

When the adolescents are asked to describe their home environment, twenty-seven percent (the highest single group) state that the worst thing about their home life is the "physical environment". (Such things as sharing rooms with siblings; being cramped for space and having only one family car.) Although they do describe problems at home one does get the strong feeling that the emotional atmosphere was a positive one for the child. It is of interest to note that the subjects who describe father's best trait as "emotional understanding" (feeling of warmth; ability to share feelings) are not the same ones who describe

Mother's best trait as "emotional understanding". The correlation between the two groups is not significant. So again we can state that the teen-ager believes that one of his parents understands him, but almost never both.

As we have stated in the past (Offer, Sabshin and Marcus, 1965), basically the teen-agers share their parents values. As a reflection of the values of the parents the group is future oriented and 89% plan to go to college. Nonetheless they do not have a particular flare for studying and only 4% mentioned reading or studying as the activity which they most enjoy. The group as a whole can best be described as action oriented and pragmatic. They are going to go to college and many plan to continue their education even after college. If we compare our group to other groups described in the literature on the variable of ambition and aspiration we would say that on the whole our subjects seem to be content with themselves and their immediate environment. They have relatively higher aspirations then Grinker's "Homoclites" (Grinker, 1962) and lower ambitions than Silber's (1961) Adolescents. In general, we can say that this is not an idealistic group of teen-agers. For example, when asked what they would do with a million dollars the vast majority stated that they would use it for personal purposes. They would invest it, save it or use it up. Only 5 percent stated that they would give a significant percentage to charity. They describe their goals, pleasures and frustrations in terms of their immediate environment. Here again, they most probably share their parents' way of life. Although sympathetic to the larger issues of our time, they are not going to go out of their way to "work for a cause". Only one subject is volunteering

to join the Marines so that he can fight in Viet Nam. The rest will go if drafted, but prefer to stay out of it. Only one subject is sincerely interested in Civil Rights--and he is one of the two Negro students in the group. This is a future oriented group, with its two feet on the ground and with close ties to the nuclear family.

(B) THE ADOLESCENT AND SEX

We would like to devote the remainder of the discussion to the findings concerning (1) the teen-ager's attitudes towards sex, and (2) the sexual behavior of our adolescent subjects.

Obviously, the whole area of sex is a most conflictual one for every human being. The teen-ager, especially, has to plow his own way through the maze of adult double standards, implicit and explicit peer communication and family values. He has to balance what he learns from external sources, with his own internal feelings and impulses. His personal experiences will be the final pathway by which he tests his own feelings and fantasies against the external world. It is at times extremely hard for the teen-ager to separate fantasy from actual experience. On the one hand, teen-agers have the tendency to brag; on the other hand, we find that some teen-agers are unwilling to talk freely and openly about such personal matters as sexual feelings. A skeptical person may rightly question the validity of our data in this area. We would like to stress that we have been able to validate our findings in other "loaded areas" (e.g. delinquency) by the parental interviews, the teachers ratings and peer evaluations. We have utilized similar methods in checking our im-

pression in this area. Finally, based on the general nature of the relationship, we trust that the "research alliance" was a firm one and we were not led far astray from the real life of the teen-ager.

Within the context of our nine interviews (including the session of psychological testing) we obtained data concerning dating patterns three times: during the second, sixth and ninth interviews. It was during the sixth interview that we explored in depth and feelings of the teen-agers towards sex. When we began to explore the area of sex there was frequently a sigh of relief in our subjects and they would say: "I wondered when you would ask me about sex". We said earlier that a significant number of our subjects (45%) have not gone out with girls by the end of the freshman year. The number of adolescents who dated had increased slowly in the next two years so that by the end of the junior year 77% of our subjects date.* It is important to note, however, that most teen-agers date irregularly and do not seem to either relish the experience or think that it is important for teen-agers to date. At the same time (junior year) those who do not date (23%) do not feel abnormal or self-conscious because they have not gone out with girls. If anyone feels that "teen-agers should date", it is the parents and expecially the mothers. A typical example was the student on the football team who had never dated and felt he did not miss a thing. As far as he was concerned he would have plenty of time for "this sort of thing" in college. But even while he was expressing his indifference, his level of anxiety went up; when this was pointed out to him he stated that he

*Based on data from the parents interviews 70% of the boys date during the junior year. The small discrepancy is not significant.

simply does not understand girls and wanted to be left alone by them. In general, the honor students come from the non-daters while the average student who was outgoing dated more frequently. We noticed a striking difference in our subjects when we interviewed them towards the end of their senior year. By now 95% are dating, and girls have begun to occupy a much more prominent place in the adolescent's life. The change was dramatic. It was not limited to the fact that most teen-agers were dating now. More significantly, almost all our subjects, including our football player mentioned above, looked forward to their dates and enjoyed the relationship with the girls. At this point the few teen-agers who did not date stated openly that they would have wanted to date, but they lacked the courage.

In our group the adolescent experiments very little with sex. During the freshman year, among the small group that dated actively, kissing and necking were the prominent way of expressing affection. During the junior year about half of those who dated actively (30% of the total group) had experienced heavy petting. Only 5% had had sexual intercourse. No subject admitted participating in overt homosexual behavior, although two subjects had moderately severe problems with voyeurism and transvestism. Lastly, we would like to add that 80% of the subjects confided in us that they approved of premarital sexual intercourse but only after high school. The main conscious reason that the teen-agers gave for not engaging in sexual intercourse in high school was the fear that the girl would get pregnant.*

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*In this regard, it is of interest to note that in a study on pregnancy during early adolescence, Barglow & Bornstein (1966) found that the vast majority of the girls who did get pregnant did not believe that this could happen to them.

Our data demonstrates that at least in one specially selected group of typical or modal teen-agers, the majority have had only limited experience in the area of sex and yet did not show signs of serious psychopathology. Our data also questions the myth that is perpetuated by the public and lay magazines about the appalling increase in dating and sexual behavior among our high-school students.

In the above section we have presented the data which we collected from our subjects concerning their attitudes towards sex and their actual sexual behavior. The individual psychodynamics will vary, of course, from one individual to another. However, these students are not immature or underdeveloped adolescents. They are functioning well within their culture and seem to be able to cope well with the stresses and strains of their lives. It is our impression, therefore, that at least for this group of teen-agers the inhibition of the sexual urge does not have overwhelming pathological consequences.

Whether this prolonged adolescence, as equated with the relative lack of sexual experience, continues to be a positive and healthy manifestation, is one of the factors that makes the pursuance of this study through the college years especially interesting.

SUMMARY AND CONCLUSION:

1) We have described the method of selection of our group of typical or modal adolescents.

2) The problems associated with studying such a group were discussed.

3) Specific data was presented from the project to illustrate:

a) The family environment of the subjects

b) The dating pattern and sexual behavior of the group.

4) It is only by studying many different groups of normal adolescents that we will gain deeper insight into the full range of adolescent behavior.

5) It is our plan to follow this group through college in order to obtain further data concerning their development - the kind of problems they will face and how they will cope with them.

TABLE #1

Background Information on 73 Model Adolescents

Place of Birth:	U. S.	Foreign	Total
	72	1	73 subjects

Race:	White	Negro	Total
	71	2	73 subjects

Religion:	Protestant	Jewish	Catholic	Other	No Religion	Total
	40	17	7	1	8	73 subjects

Geographic mobility of subjects:

1) Lived in same community for past 8 years _____ 27
2) Moved once or twice in the past 8 years _____ 41
3) Moved more than twice in the past 8 years _____ 2
4) No exact information available _____ 3

Total: 73 subjects

Characterizations of ordinal position:

1) Only child 9
2) Older of two children 15
3) Younger of two children 10
4) Oldest of three children or more 19
5) Youngest of three children or more 6
6) Middle child in three child family 6
7) Intermediate child in family of four or more children 8

Total: 73 subjects

Serious Physical Illness*: (Such as Rheumatic Fever, Asthma) Yes 12 No 57

Hospitalization*: (For any extended period) Yes 3 No 66

Allergies*: (Such as Hay Fever, Eczema) Yes 32 No 37

Initial adjustment to school was*: Good 57 Fair 7 Poor 5

Who assumed major child rearing during first few years:* Parents 65
Relative 3
Hired Help 1

*Only 69 subjects are represented here. This was part of the parents' interview and not all parents have as yet been interviewed.

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SELF-IMAGE QUESTIONNAIRE FOR ADOLESCENT BOYS

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March, 1962

CG 000 784 (Cont)

I. Internal Psychic State

1. Impulse Control

101 1. When I get very angry at a person, I let him (her) know about it.

69 2. I keep an even temper most of the time.

123 3. Usually I control myself.

59 4. Even under pressure I manage to remain calm.

34 5. I can take criticism without resentment.

1 6. I carry many grudges. (-)

8 7. I "lose my head" easily. (-)

81 8. I fear something constantly. (-)

50 9. I get violent if I don't get my way. (-)

17 10. At times I have fits of crying and/or laughing that I seem unable to control.(-)

2. Emotional Tone

32	11.	Most of the time I am happy.
68	12.	I enjoy life.
44	13.	I feel relaxed under normal circumstances.
100	14.	Even when I am sad I can enjoy a good joke.
54	15.	I am so very anxious. (-)
12	16.	I feel tense most of the time. (-)
130	17.	I frequently feel sad. (-)
23	18.	I feel inferior to most people I know. (-)
38	19.	My feelings are easily hurt. (-)
66	20.	I feel so very lonely. (-)

3. Body and Self-Image

57	21.	I am proud of my body.
99	22.	I feel strong and healthy.
18	23.	I am not afraid to use my hands when necessary for work.
6	24.	The recent changes in my body have given me some satisfaction.
42	25.	The picture I have of myself in the future satisfies me.
90	26.	I frequently feel ugly and unattractive. (-)
94	27.	When others look at me they must think that I am poorly developed. (-)
72	28.	I seem to be forced to imitate the people I like. (-)
27	29.	In the past year I have been very worried about my health. (-)
82	30.	Very often I think that I am not at all the person I would like to be. (-)

II. Interpersonal Relationships

1. Social Relationship

124 31. I enjoy most parties I go to.

113 32. I do not have a particular difficult time in making friends.

47 33. I think it is important to have at least one good friend (to confide in).

88 34. Being together with other people gives me a good feeling.

65 35. I do not mind being corrected, since I can learn from it.

62 36. I find it extremely hard to make friends. (-)

13 37. I usually feel out of place at picnics and parties. (-)

75 38. I prefer being alone (than with other kids my age). (-)

52 39. I think that other people just do not like me. (-)

86 40. If others disapprove of me I get terribly upset. (-)

74 41. For me good sportsmanship in school is as important as winning a game.

120 42. I would not like to be associated with those kids who "hit below the belt".

5 43. I would not hurt someone just for the "heck of it."

116 44. Eye for an eye and tooth for a tooth does not apply for our society.

83 45. I like to help a friend whenever I can.

67 46. I do not care how my actions affect others as long as I gain something. (-)

30 47. I would not stop at anything if I felt I was done wrong. (-)

40 48. I blame others even when I know that I am at fault too. (-)

92 49. If you confide in others you ask for troubles. (-)

48 50. Telling the truth means nothing to me. (-)

III. Sexual Attitudes

119 51. Having a girlfriend is important to me.

77 52. I think that girls find me attractive.

117 53. Sexual experiences give me pleasure.

122 54. I often think about sex.

28 55. Dirty jokes are fun at times.

97 56. Thinking or talking about sex frightens me. (-)

10 57. The opposite sex finds me a bore. (-)

16 58. It is very hard for a teenager to know how to handle sex in a right way.(-)

91 59. Sexually I am way behind. (-)

80 60. I do not attend sexy shows. (-)

IV. Family Relationships

26 61. I can count on my parents most of the time.

112 62. Most of the time my parents are satisfied with me.

71 63. My parents are usually patient with me.

64 64. I feel that I have part in making family decisions.

51 65. Most of the time my parents get along well with each other.

85 66. Usually I feel that I am a bother at home. (-)

102 67. I try to stay away from home most of the time. (-)

21 68. Very often I feel that my father is no good. (-)

118 69. Very often I feel that my mother is no good. (-)

33 70. Parents should shower children with praise even if they don't deserve it. (-)

4 71. I think that I will be a source of pride to my parents in the future.

87 72. I like one parent much better than the other. (-)

55 73. When my parents are strict, I feel that they are right, even if I get angry.

24 74. Understanding my parents is beyond me. (-)

60 75. When I grow up and have a family, it will be in at least a few ways similar to my own.

95 76. My parents are ashamed of me. (-)

15 77. My parents will be disappointed in me in the future. (-)

106 78. I have been carrying a grudge against my parents for years. (-)

9 79. My parents are almost always on the side of someone else, e.g., my brother and/or my sister. (-)

73 80. Very often parents do not understand a person because they had an unhappy childhood. (-)

V. Mastery of External World

1. Mastery of External Problems

3 81. Most of the time I think that the world is an exciting place to live in.

76 82. When I decide to do something - I do it.

105 83. I feel that I am able to make decisions.

19 84. If I put my mind to it, I can learn almost anything.

35 85. My work, in general, is at least as good as the work of the guy next to me.

128 86. I am fearful of growing up. (-)

103 87. I find life an endless series of problems - without solution in sight. (-)

109 88. I feel that I have no talent whatsoever. (-)

41 89. When I want something, I just sit around wishing I could have it. (-)

129 90. I repeat things continuously to be sure that I am right. (-)

2. Vocational-Educational Goals

70 91. A job well done gives me pleasure.

58 92. At times I think about what kind of work I will do in the future.

104 93. At times I feel like a leader and feel that other kids can learn something from me.

79 94. I feel that there is plenty I can learn from others.

37 95. I am sure that I will be proud about my future profession.

115 96. School and studying means very little to me. (-)

46 97. I would rather sit around and loaf than work. (-)

63 98. I would rather be supported for the rest of my life than work. (-)

20 99. Only stupid people work. (-)

14 100. I feel that working is too much responsibility for me. (-)

VI. Psychopathology

31 101. The size of my sex organs is normal.

29 102. I often blame myself even when I am not really at fault. (-)

7 103. Most people my age have scary dreams once in a while.

61 104. I often feel that I would rather die, than go on living. (-)

96 105. I believe I can tell the real from the fantastic.

111 106. When I am with people I am bothered by hearing strange noises. (-)

108 107. When I enter a new room, I have a strange and funny feeling. (-)

126 108. I do not have many fears which I cannot understand.

22 109. I am confused most of the time. (-)

2 110. I am afraid that someone is going to make fun of me. (-)

78 111. Other people are not after me to take advantage of me.

36 112. Sometimes I feel so ashamed of myself that I just want to hide in a corner and cry. (-)

45 113. I feel empty emotionally most of the time. (-)

127 114. No one can harm me just by not liking me.

93 115. Even though I am continuously on the go, I seem unable to get things done. (-)

VII. Superior Adjustment

125 116. Dealing with new intellectual subjects is a challenge for me.

98 117. I tend to do things even if there is some danger in them.

49 118. Our society is a competetive one, and I am not afraid of it.

43 119. I am a superior student in school.

84 120. If I know that I will have to face a new situation, I will try in advance to find out as much as is possible about it.

121 121. Worrying a little about one's future helps to make it work out better.

89 122. Whenever I fail in something, I try to find out what I can do in order to avoid another failure.

39 123. When a tragedy occurs to one of my friends, I feel sad too.

110 124. I do not rehearse how I might deal with a real coming event. (-)

25 125. I do not like to put things in order and make sense of them. (-)

56 126. Working closely with another fellow never gives me pleasure. (-)

114 127. I do not enjoy solving difficult problems. (-)

53 128. I find it very difficult to establish new friendships. (-)

11 129. If I would be separated from all people I know, I feel that I would not be able to make a go of it. (-)

107 130. I am certain that I will not be able to assume responsibilities for myself in the future. (-)

TO THE STUDENT

This is a confidential self-image questionnaire. It is used only for scientific research purposes. There are no right and/or wrong answers. Please answer all items. After each statement you will have a choice of six answers. Please circle only one for each statement.

For Example:	Describes me very well	Describes me well	Describes me fairly well	Does not quite describe me	Does not really describe me	Does not describe me at all.
I am a high school student.	(1)	2	3	4	5	6

Thank you

Daniel Offer, M. D.
Michael Reese Hospital and
The University of Illinois

1962

CG 000 784 (Cont)

	Describes me very well	Describes me well	Describes me fairly well	Does not quite describe me	Does not really describe me	Does not describe me at all	Do not write in this space.
1. I carry many grudges.	1	2	3	4	5	6	y - 6
2. When I am with people I am afraid that someone will make fun of me.	1	2	3	4	5	6	y - 7
3. Most of the time I think that the world is an exciting place to live in.	1	2	3	4	5	6	y - 8
4. I think that I will be a source of pride to my parents in the future.	1	2	3	4	5	6	y - 9
5. I would not hurt someone just for the "heck of it."	1	2	3	4	5	6	y - 10
6. The recent changes in my body have given me some satisfaction.	1	2	3	4	5	6	y - 11
7. Most people my age have scary dreams once in a while.	1	2	3	4	5	6	y - 12
8. I "loose my head" easily.	1	2	3	4	5	6	y - 13
9. My parents are almost always on the side of someone else, e. g., my brother or sister.	1	2	3	4	5	6	y - 14
10. The opposite sex finds me a bore.	1	2	3	4	5	6	y - 15
11. If I would be separated from all people I know, I feel that I would not be able to make a go of it.	1	2	3	4	5	6	y - 16

	Describes me very well	Describes me well	Describes me fairly well	Does not quite describe me	Does not really describe me	Does not describe me at all	Do not write in this space.
12. I feel tense most of the time.	1	2	3	4	5	6	y - 17
13. I usually feel out of place at picnics and parties.	1	2	3	4	5	6	y - 18
14. I feel that working is too much responsibility for me.	1	2	3	4	5	6	y - 19
15. My parents will be disappointed in me in the future.	1	2	3	4	5	6	y - 20
16. It is very hard for a teen-ager to know how to handle sex in a right way.	1	2	3	4	5	6	y - 21
17. At times I have fits of crying and/or laughing that I seem unable to control.	1	2	3	4	5	6	y - 22
18. I am not afraid to use my hands when necessary for work.	1	2	3	4	5	6	y - 23
19. If I put my mind to it, I can learn almost anything.	1	2	3	4	5	6	y - 24
20. Only stupid people work.	1	2	3	4	5	6	y - 25
21. Very often I feel that my father is no good.	1	2	3	4	5	6	y - 26
22. I am confused most of the time.	1	2	3	4	5	6	y - 27
23. I feel inferior to most people I know.	1	2	3	4	5	6	y - 28

	Describes me very well	Describes me well	Describes me fairly well	Does not quite describe me	Does not really describe me	Does not describe me at all	Do not write in this space.
24. Understanding my parents is beyond me.	1	2	3	4	5	6	y - 29
25. I do not like to put things in order and make sense of them.	1	2	3	4	5	6	y - 30
26. I can count on my parents most of the time.	1	2	3	4	5	6	y - 31
27. In the past year I have been very worried about my health.	1	2	3	4	5	6	y - 32
28. Dirty jokes are fun at times.	1	2	3	4	5	6	y - 33
29. I often blame myself even when I am not at fault.	1	2	3	4	5	6	y - 34
30. I would not stop at anything if I felt I was done wrong.	1	2	3	4	5	6	y - 35
31. The size of my sex organs is normal.	1	2	3	4	5	6	y - 36
32. Most of the time I am happy.	1	2	3	4	5	6	y - 37
33. Parents should shower children with praise even if they don't deserve it.	1	2	3	4	5	6	y - 38
34. I can take criticism without resentment.	1	2	3	4	5	6	y - 39
35. My work, in general, is at least as good as the work of the guy next to me.	1	2	3	4	5	6	y - 40
36. Sometimes I feel so ashamed of myself that I just want to hide in a corner and cry.	1	2	3	4	5	6	o - 41 y - 42

	Describes me very well	Describes me well	Describes me fairly well	Does not quite describe me	Does not really describe me	Does not describe me at all	Do not write in this space.
37. I am sure that I will be proud about my future profession.	1	2	3	4	5	6	y - 43
38. My feelings are easily hurt.	1	2	3	4	5	6	y - 44
39. When a tragedy occurs to one of my friends, I feel sad too.	1	2	3	4	5	6	y - 45
40. I blame others even when I know that I am at fault too.	1	2	3	4	5	6	y - 46
41. When I want something, I just sit around wishing I could have it.	1	2	3	4	5	6	y - 47
42. The picture I have of my self in the future satisfies me.	1	2	3	4	5	6	y - 48
43. I am a superior student in school.	1	2	3	4	5	6	y - 49
44. I feel relaxed under normal circumstances.	1	2	3	4	5	6	y - 50
45. I feel empty emotionally most of the time.	1	2	3	4	5	6	y - 51
46. I would rather sit around and loaf than work.	1	2	3	4	5	6	y - 52
47. I think that it is important to have at least one good friend to confide in.	1	2	3	4	5	6	y - 53
48. Telling the truth means nothing to me.	1	2	3	4	5	6	y - 54

	Describes me very well	Describes me well	Describes me fairly well	Does not quite describe me	Does not really describe me	Does not describe me at all	Do not write in this space.
49. Our society is a competitive one, and I am not afraid of it.	1	2	3	4	5	6	y - 55
50. I get violent if I don't get my way.	1	2	3	4	5	6	y - 56
51. Most of the time my parents get along well with each other.	1	2	3	4	5	6	y - 57
52. I think that other people just do not like me.	1	2	3	4	5	6	y - 58
53. I find it very difficult to establish new friendships.	1	2	3	4	5	6	y - 59
54. I am so very anxious.	1	2	3	4	5	6	y - 60
55. When my parents are strict, I feel that they are right, even if I get angry.	1	2	3	4	5	6	o - 61 y - 62
56. Working closely with another fellow never gives me pleasure.	1	2	3	4	5	6	y - 63
57. I am proud of my body.	1	2	3	4	5	6	y - 64
58. At times I think about what kind of work I will do in the future.	1	2	3	4	5	6	y - 65
59. Even under pressure I manage to remain calm.	1	2	3	4	5	6	y - 66
60. When I grow up and have a family, it will be in at least a few ways similar to my own.	1	2	3	4	5	6	y - 67

Begin Deck II

(1 - 5)

	Describes me very well	Describes me well	Describes me fairly well	Does not quite describe me	Does not really describe me	Does not describe me at all	Do not write in this space.
61. I often feel that I would rather die, than go on living.	1	2	3	4	5	6	y - 6
62. I find it extremely hard to make friends.	1	2	3	4	5	6	y - 7
63. I would rather be supported for the rest of my life than work.	1	2	3	4	5	6	y - 8
64. I feel that I have part in making family decisions.	1	2	3	4	5	6	y - 9
65. I do not mind being corrected, since I can learn from it.	1	2	3	4	5	6	y - 10
66. I feel so very lonely.	1	2	3	4	5	6	y - 11
67. I do not care how my actions affect others as long as I gain something.	1	2	3	4	5	6	y - 12
68. I enjoy life.	1	2	3	4	5	6	y - 13
69. I keep an even temper most of the time.	1	2	3	4	5	6	y - 14
70. A job well done gives me pleasure.	1	2	3	4	5	6	y - 15
71. My parents are usually patient with me.	1	2	3	4	5	6	y - 16
72. I seem to be forced to imitate the people I like.	1	2	3	4	5	6	y - 17
73. Very often parents do not understand a person because they had an unhappy childhood.	1	2	3	4	5	6	y - 18
74. For me good sportsmanship in school is as important as winning a game.	1	2	3	4	5	6	y - 19

	Describes me very well	Describes me well	Describes me fairly well	Does not quite describe me	Does not really describe me	Does not describe me at all	Do not write in this space.
75. I prefer being along than with kids my age.	1	2	3	4	5	6	y - 20
76. When I decide to do something - I do it.	1	2	3	4	5	6	y - 21
77. I think that girls find me attractive.	1	2	3	4	5	6	y - 22
78. Other people are not after me to take advantage of me.	1	2	3	4	5	6	y - 23
79. I feel that there is plenty I can learn from others.	1	2	3	4	5	6	y - 24
80. I do not attend sexy shows.	1	2	3	4	5	6	y - 25
81. I fear something constantly.	1	2	3	4	5	6	y - 26
82. Very often I think that I am not at all the person I would like to be.	1	2	3	4	5	6	y - 27
83. I like to help a friend whenever I can.	1	2	3	4	5	6	y - 28
84. If I know that I will have to face a new situation, I will try in advance to find out as much as is possible about it.	1	2	3	4	5	6	o - 29 y - 30
85. Usually I feel that I am a bother at home.	1	2	3	4	5	6	y - 31
86. If others disapprove of me I get terribly upset.	1	2	3	4	5	6	y - 32
87. I like one of my parents much better than the other.	1	2	3	4	5	6	y - 33

	Describes me very well	Describes me well	Describes me fairly well	Does not quite describe me	Does not really describe me	Does not describe me at all	Do not write in this space.
88. Being together with other people gives me a good feeling.	1	2	3	4	5	6	y - 34
89. Whenever I fail in something, I try to find out what I can do in order to avoid another failure.	1	2	3	4	5	6	o - 35 y - 36
90. I frequently feel ugly and unattractive.	1	2	3	4	5	6	y - 37
91. Sexually I am way behind.	1	2	3	4	5	6	y - 38
92. If you confide in others you ask for troubles.	1	2	3	4	5	6	y - 39
93. Even though I am continuously on the go, I seem unable to get things done.	1	2	3	4	5	6	y - 40
94. When others look at me they must think that I am poorly developed.	1	2	3	4	5	6	y - 41
95. My parents are ashamed of me.	1	2	3	4	5	6	y - 42
96. I believe I can tell the real from the fantastic.	1	2	3	4	5	6	y - 43
97. Thinking or talking about sex frightens me.	1	2	3	4	5	6	y - 44
98. I tend to do things even if there is some danger in them.	1	2	3	4	5	6	y - 45
99. I feel strong and healthy.	1	2	3	4	5	6	y - 46

	Describes me very well	Describes me well	Describes me fairly well	Does not quite describe me	Does not really describe me	Does not describe me at all.	Do not write in this space.
100. Even when I am sad I can enjoy a good joke.	1	2	3	4	5	6	y - 47
101. When I get very angry at a person, I let him (her) know about it.	1	2	3	4	5	6	y - 48
102. I try to stay away from home most of the time.	1	2	3	4	5	6	y - 49
103. I find life an endless series of problems - without solution in sight.	1	2	3	4	5	6	o - 50 y - 51
104. At times I feel like a leader and feel that other kids can learn something from me.	1	2	3	4	5	6	y - 52
105. I feel that I am able to make decisions.	1	2	3	4	5	6	y - 53
106. I have been carrying a grudge against my parents for years.	1	2	3	4	5	6	y - 54
107. I am certain that I will not be able to assume responsibilities for myself in the future.	1	2	3	4	5	6	y - 55
108. When I enter a new room I have a strange and funny feeling.	1	2	3	4	5	6	y - 56
109. I feel that I have no talent whatsoever.	1	2	3	4	5	6	y - 57
110. I do not rehearse how I might deal with a real coming event.	1	2	3	4	5	6	y - 58
111. When I am with people I am bothered by hearing strange noises.	1	2	3	4	5	6	y - 59

Begin Deck III

(1 - 5)

	Describes me very well	Describes me well	Describes me fairly well	Does not quite describe me.	Does not really describe me.	Does not describe me at all	Do not write in this space.
112. Most of the time my parents are satisfied with me.	1	2	3	4	5	6	y - 6
113. I do not have a particularly difficult time in making friends.	1	2	3	4	5	6	y - 7
114. I do not enjoy solving difficult problems.	1	2	3	4	5	6	y - 8
115. School and studying means very little to me.	1	2	3	4	5	6	y - 9
116. Eye for an eye and tooth for a tooth does not apply for our society.	1	2	3	4	5	6	y - 10
117. Sexual experiences give me pleasure.	1	2	3	4	5	6	y - 11
118. Very often I feel that my mother is no good.	1	2	3	4	5	6	y - 12
119. Having a girlfriend is important to me.	1	2	3	4	5	6	y - 13
120. I would not like to be associated with those kids who "hit below the belt."	1	2	3	4	5	6	y - 14
121. Worrying a little about one's future helps to make it work out better.	1	2	3	4	5	6	y - 15
122. I often think about sex.	1	2	3	4	5	6	y - 16
123. Usually I control myself.	1	2	3	4	5	6	y - 17
124. I enjoy most parties I go to.	1	2	3	4	5	6	y - 18

	Describes me very well	Describes me well	Describes me fairly well	Does not quite describe me	Does not really describe me	Does not describe me at all	Do not write in this space.
125. Dealing with new intellectual subjects is a challenge for me.	1	2	3	4	5	6	y - 19
126. I do not have many fears which I cannot understand.	1	2	3	4	5	6	o - 20 y - 21
12 . No one can harm me just by not liking me.	1	2	3	4	5	6	y - 22
128. I am fearful of growing up.	1	2	3	4	5	6	y - 23
129. I repeat things continuously to be sure that I am right.	1	2	3	4	5	6	y - 24
130. I frequently feel sad.	1	2	3	4	5	6	y - 25

Please fill in the following information: Date _____

Name _____

Home Address __ _____ Phone _____

How long have you lived at present address? _____
(Years)

Date of Birth _____
(Month, Day, Year)

Place of Birth _____
(City, State, or Foreign Country)

Present High School _____ Class _____

How many schools have you attended? _____

With whom are you living? (Please check)

____with both parents at home
____with one parent only
If only one parent, the other parent is:
____separated
____divorced
____deceased
If only one parent, specify with whom _____.
____with neither parent
If neither parent, specify with whom _____.

Religion (Check one)

____Protestant
____Catholic
____Jewish
____Other, specify _____.

-26
-27
-28
-29
-30
-31
-32
-33
-34
-35

Father's age _____

Place of Birth _____
(City, State, or Foreign Country)

Mother's age _____

Place of Birth _____
(City, State, or Foreign Country)

Father's education (Check highest appropriate level)

Grammar school
____attended
____completed

High school
____attended
____completed

College
____attended
____completed

Graduate school
____attended
____completed

Professional school
____attended
____completed

Father's occupation (Please be as specific as you can)

_____

Please list brothers and sisters, chronologically:

	Name	Age	Sex
1.			
2.			
3.			
4.			

Mother's education (Check highest appropriate level)

Grammar School
____attended
____completed

High school
____attended
____completed

College
____attended
____completed

Graduate school
____attended
____completed

Professional school
____attended
____completed

Mother's occupation (Check one)

____Housewife
____Other (specify) _____

	-36
	-37
	-38
	-39
	-40
	-41
	-42
	-43
	-44
	-45
	-46
	-47
	-48
	-49
	-50